DOCUMENT RESUME

ED 126 218 UD 016 196

TITLE Planning Guide for Equal Educational Opportunities...to Accompany the Policy and Guidelines on Non-Discrimination in Iowa Schools.

INSTITUTION Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE Apr 73

NOTE 17p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Administrative Principles; Board of Education Role; Community Involvement; Educational Planning; *Equal Education; *Guidelines; Integration Methods; *Integration Plans; Legal Responsibility; *Minority Group Children; Racial Discrimination; School Districts; *School Integration; State Boards of Education; State Government

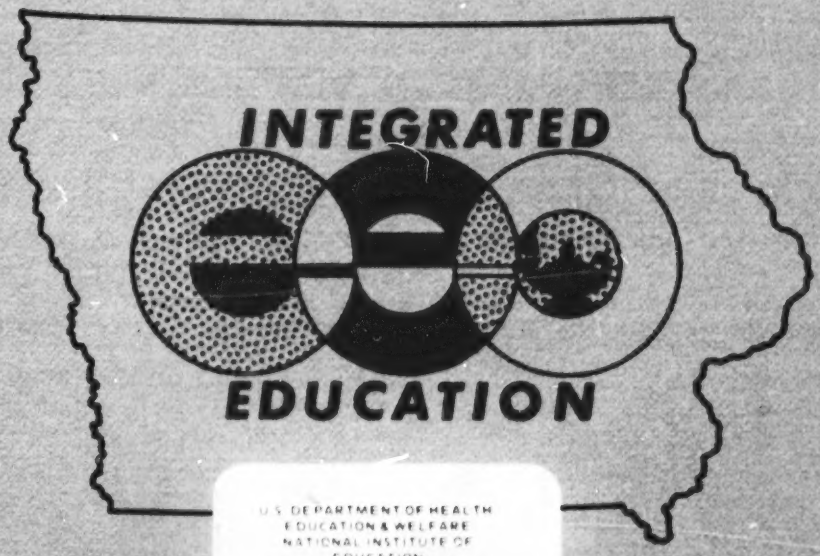
IDENTIFIERS *Iowa

ABSTRACT

This planning guide has been prepared to assist local school districts to achieve the elemination of minority group isolation and the development of quality integrated school programs. The guide explains the conditions set forth in the Guideline for Non-Discrimination in Iowa Schools. The latter embodies a degree of flexibility that will allow school districts to develop the most effective plan for the elimination of minority group isolation. This document is intended to serve as an initial reference in the development of an effective plan for the elimination of minority group isolation. It will answer the community's every question, but will show those concerned where to seek some of the answers. Briefly, it will explain what are considered to be the standards of an effective plan and then illustrate some of the necessary components of that effective plan. These illustrations and examples will assist school districts in developing their own best methods of complying with the Guidelines for Non-Discrimination in Iowa Schools. (Author/JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

PLANNING GUIDE
FOR
EQUAL EDUCATIONAL OPPORTUNITIES



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

To accompany the Policy & Guidelines on Non-Discrimination in Iowa Schools.

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Urban Education Section
Grimes State Office Building
Des Moines, Iowa 50319

STATE BOARD OF PUBLIC INSTRUCTION

Mrs. Virgil E. Shepard, Allison, President
T. J. Heronimus, Grundy Center, Vice-President
Stanley R. Barber, Wellman
Robert J. Beecher, Creston
Mrs. Richard G. Cole, Decorah
Ronald P. Hallock, West Des Moines
Miss Virginia Harper, Fort Madison
Mrs. Earl G. Sievers, Avoca
John E. Van Der Linden, Sibley

ADMINISTRATION

Robert D. Benton, State Superintendent
David H. Bechtel, Administrative Assistant
Richard N. Smith, Deputy State Superintendent

Instruction and Professional Education Branch

Don Cox, Associate Superintendent
Jesse L. High, Chief, Urban Education

April, 1973

FOREWORD

This planning **GUIDE** has been prepared to assist local school districts to achieve the elimination of minority group isolation and the development of quality integrated school programs. This **GUIDE** hopefully will explain the conditions set forth in the **GUIDELINE** for Non-Discrimination In Iowa Schools.

Real integration should be the goal of our school district and our society. The elimination of minority group isolation can be effected through administrative measures. It need only be decided, and it can be done. Its process does not require special kinds of children or teachers or administrators. While the concept of integration stresses realization of equal opportunity, education which is equally bad for everyone is not integrated education; it simply skimps educational opportunity in like manner for all.

The **GUIDELINE** for Non-Discrimination In Iowa Schools embodies a degree of flexibility that will allow local school districts to develop the most effective plan for the elimination of minority group isolation.

This document is intended to serve as an initial reference in the development of an effective plan for the elimination of minority group isolation. It will not answer the communities' every question, but will show those concerned where to seek some of the answers.

Briefly, we will explain what are considered to be the standards of an effective plan and then illustrate some of the necessary components of that effective plan. Hopefully these illustrations and examples will assist school districts in developing their own best method of complying with the **GUIDELINES** for Non-Discrimination In Iowa Schools.

"When the power to act is available, failure to take the necessary steps so as to negate or alleviate a situation which is harmful is as wrong as is the taking of affirmative steps to advance the situation. Sins of omission can be as serious as sins of commission. When a board of education has contributed and played a major role in the development and growth of a segregated situation, the board is guilty of de jure segregation. . .It would be feigned modesty on the part of any board of education to suggest that it is controlled by a situation rather than that it can control."

(Davis v. School District of City of Pontiac, 1971.)

TABLE OF CONTENTS

INTRODUCTION . . . . . Page i

EFFECTIVE DESEGREGATION . . . . . Page 1

PHASE ONE:
- Descriptive and Statistical Information . . . . . Page 1
- Definitions . . . . . Page 2
- Reports Required Under Section 1.2 of the GUIDELINES . . . . . Page 2

PHASE TWO:
- Subsequent Action . . . . . Page 3
- The Community Committee . . . . . Page 3
- Functions . . . . . Page 3

PHASE THREE:
- Plan Development . . . . . Page 4
- The Essential Components of a Plan . . . . . Page 5

PHASE FOUR:
- Plan Implementation . . . . . Page 7

PHASE FIVE:
- Plan Evaluation . . . . . Page 8

EXAMPLE OF MINORITY GROUP ISOLATION AND INTEGRATED SCHOOL . . . . . Page 9

EXPLANATION OF NON-DISCRIMINATION GUIDELINES . . . . . Page 11

Effective Desegregation

An effective desegregation plan can offer real equality of opportunity to all children, while mere physical desegregation can be self-defeating.

But how can a planning group be sure that they have developed an effective plan?

Before noting some positive components, one should look at some deterents to a successful plan, and realize that an effective desegregation plan does not:

- **Separate non-minority group children into different classrooms within the school;**
- **Close an all-minority school and transfer students into an older, more obsolete non-minority school;**
- **Employ tracking and grouping systems that keep non-minority children in separate classes, solely because of their race;**
- **Enforce different standards of discipline for non-minority and minority children (e.g. suspension and expulsion policies);**
- **Separate students by race in non-classroom locations--lunchrooms, libraries and gyms.**

The basic components of an effective desegregation plan are conditions that improve the educational climate of any school. The elimination of minority group isolation or desegregation of schools is not to be sought as an end in itself, but because such isolation or segregation denies equal educational opportunity to all children. The components requested in the GUIDELINES For Non-Discrimination In Iowa Schools are those necessary to achieve effective desegregation and integration. The following Phases will suggest various means of meeting the conditions of specific sections of the GUIDELINES.

All reports and requests for information or clarification should be mailed to:

Department of Public Instruction
Urban Education Section
Grimes State Office Building
Des Moines, Iowa 50319

Phase One: Descriptive and Statistical Information
GUIDELINES Section 1.1, 1.2, 3.1

The statistical report (requested under 1.1 of the **GUIDELINES**) will continue to be included in each district's **ANNUAL EVALUATION FORM** due in the office of the Director of Supervision during the month of September of each year. Any additional information needed pursuant to Section 1.1 will be requested from specific school districts and will be due on or before 30 days after such request.

The descriptive report (requested under Section 1.2) is due on or before May 31, 1973, and may not be requested from all school districts. School districts will be notified if a report is requested for the 72-73 school year. Any district receiving a notice after September, 1973, will have sixty (60) days to file its report under provisions of Section 1.2 of the GUIDELINES.

While the document will vary in content from school district to school district within the state, it should reveal specific information describing the actions taken by each district in the past (since 1964), or proposed for the future, which relate to the GUIDELINES. (Instructions and format for this report are found on page 6 of this guide.) If a district has no specific actions to report, or if it appears that a special condition exists in its schools, this must be indicated to the Department of Public Instruction in this report.

Under Section 2.1 and 3.1, the Department of Public Instruction determines the status of each district based on information in these reports. If a local school district is found to be operating minority group isolated attendance centers as defined in the GUIDELINES, the local school district is then requested to develop a plan for desegregation and integration.

The following pages will identify some of the elements of successful desegregation and explain some of the techniques other communities have used or are planning to use to desegregate and ultimately integrate their attendance centers. The definitions of desegregation and integration are:

DESEGREGATION: The affirmative act of a local school board which effects the elimination and prevention of racial segregation with respect to (a) all pupils at all schools, and in all grades and departments, within that local school board's jurisdiction, and (b) the employment and assignment of all faculty and staff personnel.

INTEGRATION: For the purpose of this **GUIDE**, the term integration refers to an **INTEGRATED SCHOOL** as defined on page 3 of the **GUIDELINES**. The term **INTEGRATED SCHOOL** means (a) a school in which the proportion of minority group children is at least fifty per centum of the proportion of minority group children enrolled in all schools in the district and (b) a school in which the minority enrollment is not more than twenty-percentage points above the percentage of minority group children enrolled in all the schools of the district and (c) a faculty which is representative of the minority and non-minority group population of the larger community in which it is located or when it can be determined that the local school board concerned is attempting to significantly increase the proportion of minority group teachers, supervisors, and administrators in its employ and (d) a learning environment that is characterized by mutual cultural respect, inter-racial acceptance, and a curriculum and staff that are responsive to the educational needs of all participants.

Reports Required Under Section 1.2 of the GUIDELINES

FORM: Report should be submitted on standard size (8½" x 11") unlined paper. It may contain as many pages as are necessary to provide requested information. The report should have a cover page stating the date, the name of the school district, number, address and county. The report must carry the signature of the district superintendent.

CONTENT: While the report will vary for each district, it must contain two sections which:

1. List and describe all programs and activities *approved by the board action* and initiated since June, 1964, to eliminate or prevent minority group isolation or racial segregation in the district. This section must include a timetable showing the beginning and ending dates of the actions and the amount of desegregation and integration achieved.

2. List and describe those programs and activities now in progress, or proposed and/or approved by the board but not implemented, including a timetable, and indicating the amount of desegregation and integration expected to take place.

Both sections should be presented in logical order, including beginning and ending dates, with sufficient explanation to identify the programs.

Supplemental or printed matter may accompany the report if it further explains or identifies the program and activities.

The report should be mailed to:

Iowa State Department of Public Instruction
Urban Education Section
Grimes State Office Building
Des Moines, Iowa 50319

PHASE TWO: SUBSEQUENT ACTION
GUIDELINES, Section 3

If a local school district is notified by the Department of Public Instruction that a plan is needed for desegregation and integration, the first action for the school system should be to develop a school board policy or resolution. This step should be closely followed by the mobilization of a citizens' advisory committee to assist in planning for desegregation and integration. Both steps are discussed below.

THE SCHOOL BOARD POLICY STATEMENT. . . . .GUIDELINES, Section 3.4

A school board policy statement is recommended and should be included in the plan submitted to the Department of Public Instruction. The statement should declare the intent to desegregate and be consistent with all applicable legal authority. It should also stress the inevitability of desegregation, based on the evidence that minority group isolation or racial segregation exists within the school district and that there is a need to improve the quality of education for all students in the district. Furthermore, the statement should stress the importance of broad-based community involvement in all aspects of planning for desegregation and state a firm commitment to seek such involvement. The importance of a strong, positive statement cannot be overemphasized. The local school board and the administrative staff should assume a position of leadership in the community.

The school board policy may be made public at an open meeting of the school community and should be available in written form for all interested persons. In addition to full coverage in the local press, it should be given wide circulation in the community.

During this meeting, or immediately following it, is a good time to announce the formation of a citizens' group to assist in planning for desegregation of the school district.

THE COMMUNITY COMMITTEE. . . . .GUIDELINES, Section 3.2

When any major change is considered, it is more likely to occur successfully if all those affected are involved in planning. This is especially true of desegregation. School districts that have successfully corrected the racial segregation in their schools have found the early use of a community committee to be indispensable.

If your school district does not now have a body representative of the larger school community serving in an advisory capacity, it should establish one. This action should follow closely the adoption of a policy statement regarding desegregation and should precede planning.

The committee can be an invaluable source of support and information for the school board and its administrative staff. Because the education establishment has been required to take a leadership position in creating desegregated schools does not mean that it cannot or should not seek other resources to help with the task at hand. The local school district, however, is still primarily responsible for seeing that the task of desegregation is completed.

Composition. The composition of the committee should be representative of the entire community which the system serves. Where possible, every attempt must be made to include proportional minority representation, community leaders, students, teachers, parents, church groups, civil rights leaders, business leaders, union representatives, educational groups and members of neighborhood groups, as well as administrative and supportive staff. Some representatives may have to be sought out and encouraged to serve, while others will readily volunteer. In any event, every segment of the community needs to be well represented. Community committees can range in size from fifteen to twenty-five members. The prime criterion is that the body be representative, and not unwieldly.

Functions. The community committee can be delegated as much responsibility as the local school district wishes; however, the committee must be involved in planning. The committee should be granted sufficient authority to achieve the assigned tasks. In addition, the local school board and the staff must be ready to render the committee assistance once the committee's tasks are assigned and work begins.

In many instances, the community committee has been delegated the task of actually recommending what

desegregation plan should be adopted. In this capacity, the committee can act as a sounding board for the community and develop a solution that is widely supported.

Because desegregation of schools is a major social change in most communities and heralds to many citizens other changes in minority group status, it is far more than just an educational change. For this reason, school officials must be particularly concerned about the communication between the schools and the community.

After the school board policy statement has been formulated and announced, and the community committee formed, your school district is ready to develop a desegregation plan that fits the particular needs of your community. The following pages describe the basic components that should be included and some specific examples of how other districts have developed their own plans. It is hoped that these illustrations and suggestions will provide your school district with some insights for the development of a desegregation plan uniquely tailored to your community and its resources.

PHASE THREE: PLAN DEVELOPMENT
(GUIDELINES, Section 3.5)

AN OVERVIEW. . .

The desegregation plan requested by the Department of Public Instruction should, at a minimum, include those components specified in Section 3 (page 5) of the **GUIDELINES.** The recommended components, however, do not encompass all potential aspects of effective desegregation. Because desegregation is a process affecting nearly all the activities of a school, and its clients, improvements can always be made. **The following is a list of potential components:**

a. **Administrative policies and procedures**

b. **Student location and school assignments**

c. **Teaching personnel – composition and training**

d. **Administrative personnel – composition and training**

e. **Curriculum**

f. **Student activities (including extra-curricular activities)**

g. **Physical facilities**

h. **Community relations**

i. **Relations with other governmental agencies (especially law enforcement and welfare agencies)**

j. **Student transportation**

k. **Evaluation methodology**

l. **Student guidance program**

School officials and the community should be aware that effective desegregation resulting in quality integrated education requires comprehensive and pervasive planning.

Beginning to Plan. . .

For the community committee to assist in the planning, it will need detailed information on the community and current school statistics and operations. The information contained in the school system reports prepared for Section 1.1 and 1.2 of the GUIDELINES (page4) will provide a good base. Because other information will be

needed, the school superintendent should work with the committee or assign other members of the school staff to assist the committee and jointly decide how best they can keep the community and the schools informed about their activities.

In addition, the citizens on the committee may want information about what other districts with similar characteristics have done.

Additional information is available upon request from the Urban Education Section in the Department of Public Instruction.

THE ESSENTIAL COMPONENTS OF A PLAN...

Section 3.5 of the **GUIDELINES** lists some of the essential components of and alternate techniques for arriving at an effective desegregation plan.

Many alternative methods for desegregation or the elimination of minority group isolation exist. The plan may utilize one or a combination of several, or an entirely different approach, but it should fit the unique needs of the local school system.

A corrective plan should be developed that will maximize educational opportunities, within the financial limitations of the school district. Each of the following suggestions has physical, fiscal, and educational implications. Some alternatives may be better for the short run, others, for the long run, but educational advantages should be considered as well as physical and fiscal restraints.

Potential Alternatives include:

(1) School Pairings and Groupings: to merge two or more schools located close to each other, with continguous attendance zones, and serving the same grades. Children in particular grades are assigned to one school, and those remaining grades are assigned to the other school or schools.

(2) Grade Reorganization: for example, to constitute primary schools K-3, middle schools 4-6, junior high schools 7-9, and high school 10-12, or any other grade combination.

(3) Alteration of school and school district attendance zones and boundaries: for example, utilizing site selection procedures to place new schools in between segregated neighborhoods thereby achieving desegregated schools, or to create new attendance zones for existing schools.

(4) Pupil reassignments and such optional transfers as are consistent with legal requirements: to relieve racial segregation by transporting children from their former attendance areas to schools in other parts of the city. In some cases, not all of the children being reassigned to desegregated schools need transportation.

(5) Establishment of Educational Parks and Plazas: to locate several schools on one large campus and under one administrative jurisdiction to serve all students in the school district. The type of plan would help eliminate difficulties in planning for estimated population growth for a small area. Although major construction is normally involved initially, the concept has more potential for offering innovative and specialized facilities.

(6) Rearrangements for school feeder patterns from elementary to junior high to high school.

(7) Voluntary metropolitan or inter-district cooperative plan: to desegregate with cooperation between suburban and central city school systems or other contiguous school districts.

(8) Centralized Schools: to utilize in small communities a central facility for several grades serving the entire school district. In communities with a larger number of schools, central schools can be established by making the whole district a single attendance zone for all students in one or two grades. When a central school is created, the attendance areas for the remaining schools can be enlarged. The special needs of the system should be assessed to determine how the building might be most effectively

used. Such a facility could be used to house an adult education center, a day care center, or a curriculum resource center.

(9) Specialized or Magnet Schools: to develop or maintain a program of such high quality in a school that students of all racial backgrounds will be attracted to it regardless of its location.

(10) Open Enrollment: to offer students the opportunity to transfer from the school they normally attend to another school which is under-utilized and outside the students' attendance area. Experience has shown that this option is generally used by minority-group students who move to a majority-white school under such a plan; however, its effectiveness is limited by space available in the predominantly white schools.

(11) School Closing: to enlarge school attendance areas by closing a particular school and dispersing its students among the remaining schools in the district. Recommendations should be made concerning other uses that could be made of the closed facility.

(12) New School Site Selection: to choose new, especially desirable sites considering the location of students, transportation terminals, parks, museums, or industries which can provide students with part-time work or where young children's parents are employed. The sites must be in keeping with the elimination and prevention of racial suggestion.

(13) Any other plan which eliminates and prevents racial segregation in schools.

To help your school system decide what the plan should look like, maps should be drawn showing the distribution of racial groups throughout the school district. In addition to studying racial survey data for each school and for the district as a whole, consideration of the following points will assist in planning:

1. **The racial identity of the residents in the attendance area of each school and of the residents in adjacent areas.**

2. **An estimate of population trends and community factors indicating probable future racial composition of each area.**

3. **The likelihood that existing school sites will permit expansion of school plants in order to improve racial balance.**

4. **The district map's indication as to the degree of concentration or dispersion of pupils of different racial groups in the district.**

5. **The extent to which realignment of attendance boundaries is feasible in order to improve racial desegregation.**

6. **The effect on racial composition of the schools by the pairings, or other combinations, of schools with revised grade patterns.**

7. **The effect on racial composition of the schools by closing, phasing out, or converting one or more existing facilities.**

8. **The existing and possible transportation methods, routes, and their use to improve desegregation in the schools.**

9. **The relevant topographic factors, the main traffic arteries, and their effect on possible alternate plans.**

10. **With respect to proposed school sites:**

    a. **The projected racial composition of the student body.**

    b. **Based upon population trends, the future racial composition of the student body.**

c. The effect on racial composition of existing schools adjacent to the proposed site.

d. A site large enough to accommodate a school of the maximum size under district policy.

More Essential Components. . .

The Desegregated School Staff: The importance of having the composition and assignment of school personnel reflect the broad racial composition of society is essential, especially if a school system is to be desegregated in fact. Consequently, the corrective plan requires a school system to be specific about assignment, reassignment, recruiting and hiring of school personnel.

Recruitment procedures, for example, should include positive approaches to sources and geographic areas where qualified individuals of minority origin are likely to be available. Those persons recruiting for the school system should be committed to positive intergroup relations and free of attitudes and mannerisms that tend to alienate minority individuals. Hiring procedures and examinations should be free of any factors which might discriminate against minority candidates. The district should make it common knowledge that it is an equal opportunity employer and should make affirmative efforts to see that proper housing and social acceptance are available to minority staff members.

The old maxim about actions speaking louder than words is especially true in an integrated situation. For example, school administrators should assign staff positions of importance to both white and minority group members. Members of minority groups should be encouraged to seek advancement and subsequently considered for promotion on an equal basis. No employee's salary should be reduced as a result of the implementation of a desegregation plan. The school district should assign teachers, substitute teachers, and administrative staff in such a way that each school has a staff that is well balanced with respect to education, experience, special qualifications, and motivation, as well as being racially integrated.

The Integrated Learning Environment: Working to create an atmosphere conducive to student and staff interpersonal relations is especially essential to any plan for an integrated school.

An integrated school may utilize the same school attendance center as before and teach some subjects in an unchanged format, but it is different. Many students may come from another school which had their loyalty. The new situation of attending school with members of another race traditionally separated from one's own quite naturally adds some anxiety among all students.

School officials can make the first year in a desegregated school a growing experience for all students by planning academic-oriented functions as well as academics to recognize the desegregated situation. An effort to provide diversity in "extra-curricular" activities whereby each student can derive some pleasure or an added measure of self-esteem is important for the "good feeling" a student can have for his school. A happiness or pride in extra-curricular activities can spill over into curricular areas as well. School officials should, however, arrange such activities conveniently so as not to exclude students because of discriminatory policies, lack of money, inconvenient transportation schedules, or lack of warm invitation.

A positive and yet natural outgrowth of a desegregated school is that teachers often become more aware and sensitive to all students. This develops in part from feelings of insecurity and anxiety many teachers face when their classrooms are desegregated. Planning new courses in human relations or racial history is one response, but others include additional preparation for teachers in individualizing instruction, cultural enrichment programs, or interpersonal relations. Such additional courses and training are necessary because teachers often unwittingly perpetuate achievement or non-achievement of pupils through their own attitudes and expectations. This self-fulfilling prophecy of expecting less from some students and consequently receiving less becomes especially crucial in an integrated classroom where teachers may not be sensitive to the needs of children.

PHASE FOUR: PLAN IMPLEMENTATION

Once the method of desegregation has been developed by the school district and approved by the Department of Public Instruction, it should be implemented. Wide citizen participation in planning for implementation should be sought. The community committee could logically assume a new function--that of

selling the desegregation plan to the larger community. Whether or not a plan proceeds smoothly depends in large part on the implementation procedures.

In creating a climate for change within each school, a whole range of procedures and devices is within the administrative purview. Whether or not teachers see desegregation as an educational challenge with implications for their own traditional classroom approaches has a bearing on the outcome of the process. Furthermore, desegregation and integration allows a step toward individualization for many children. Thus, guidance and counseling assume an increased importance. Implementing an integration plan provides a valuable opportunity to the school system for assessing what has gone before and what could profit from a fresh approach.

This stage has two dimensions--a physical dimension and an educational dimension. Both require assigned responsibilities and understanding.

DIMENSIONS. . .

The Physical Dimension: This aspect refers primarily to the logistical arrangements and a necessary understanding of them prior to the first day of school. These will of course depend on the plan selected, but, at a very minimum, all students should know their school, grade, class, and teacher assignments; all staff should know their assignments and any specific responsibilities relating to the plan's implementation within their schools; and if new transportation routes are established, these should be clearly publicized.

The plan itself should be available in written form and widely circulated. The citizens committee as well as the school board and school staff should seek out and encourage groups and organizations in the community to support the plan and, with their larger memberships, to promote better understanding. Members of the board, the committee, and the school staff should visit with parents and citizens in their homes or with small groups in schools to explain the plan and its implementation and answer questions.

The Educational Dimension: The educational dimension of implementing an integration program deserves careful consideration and planning as well. The superintendent needs to make his staff aware of his commitment to integration and improvements in the education offered in the system. The principals should do likewise. For instance, before the schools are actually desegregated, principals should meet with their staffs and plan with their teachers for changes in the program offerings. They should discuss how the plan and its changes can be used as a teaching device, and they should provide for curriculum changes to accurately reflect the contributions of racial and ethnic groups. The principal should also encourage and assist teachers in making visits to other attendance centers or districts that are already desegregated and integrated.

Many of the programs that require implementation will be included in the district's desegregation and integration plan. This is not to say that other programs cannot or should not be added as needed.

PHASE FIVE: PLAN EVALUATION

Any purposeful change requires constant and continual evaluation to insure that the purposes of the change are being met and that concern with the means of effecting the changes does not obscure the reasons the change was made. Any desegregation plan must have staying power. Once a school district is desegregated does not mean that it will remain desegregated. Population trends and varying housing patterns could call for future alterations in the initial desegregation plan.

To insure that equal educational opportunities are available for each child, the program offerings, staff actions and attitudes, and student performance must be continually evaluated. A desegregated school is still segregated if children of all one race are grouped by ability or are counseled into specific career programs such as college prep and vocational education along racial lines.

The presence of children from different racial and ethnic groups in the same classrooms does not mean that integration is an accomplished fact, but only that the first step has been completed. A quality integrated education means that all programs, textbooks, and staff attitudes and actions reflect a welcoming of diversity in people.

All segments of the total school community--the school board, the citizens committee, the superintendent, the supportive staff, the principals, the teachers, the students--must continually be aware of inadequacies in the initial steps toward integration. Once physical implementation ends, educational implementation continues. It is an ongoing process that requires continual watchfulness and evaluation.

Whereas physical desegregation is easy to observe and evaluate, effective integration encompasses many non-physical ingredients that nearly always challenge objective measurement and elude direct observation. These other ingredients include:

(1) **The strength of self-images among both white and minority-group students, especially those who are disadvantaged;**

(2) **The nature of inter-racial attitudes in the school;**

(3) **The success of the school in teaching children to effectively participate in democratic decision-making processes;**

(4) **The degree of genuine unity achieved in the school;**

(5) **The degree of respect for diversity generated by the school among its students;**

(6) **The academic achievement of its students.**

In addition to trying to determine the school's success in fostering each of the above, it is important to analyze results in terms of minority groups. For instance, the actual degree of student participation by racial and ethnic groups as well as group comparison of achievement should be determined. A knowledge of variations in achievement levels between white and minority group students in the same grade in a district is essential.

The reason such differences in achievement should be revealed is that in an effectively integrated school system the academic disparities between racial groups should decrease if they are indeed present at the beginning of the desegregation. Numerous studies of desegregated school systems show that there are some achievement raises for all children to varying extents.

EXAMPLE OF MINORITY GROUP ISOLATION AND INTEGRATED SCHOOL

All plans submitted by local school districts should be developed under the conditions set forth in the **GUIDELINES** and apply the meaning to terms as they are defined on page 3 of the **GUIDELINES.**

Example 1: Minority Group Isolation (racial segregation) in reference to a school means an attendance center and condition respectively in which minority group children constitute more than twenty percentum of the center's total population.

Example:

Attendance center has a total enrollment of 400 students of which 200 are minority group children, or 50 percentum of the total enrollment of the center are minority children.

Percent of Minority in District - 10 percent	Attendance Center A	Total Enrollment 400	Minority Enroll-ment 200	Percent of Minority Children 50 percentum

Attendance Center A can be classified as Minority Group Isolated.

When it has been determined that minority group isolation exists in any school or center of a specific school district, a corrective plan will be requested. In developing a corrective plan the district goal must be to develop an integrated school rather than merely physically desegregate or eliminate minority group isolation. Thus, after determining whether or not minority group isolation exists in any attendance center or center of the local school district, the term and definition of minority group isolation is no longer applicable to the local district and should not be used in the corrective plan.

Example 2: Integrated School

In developing a corrective plan the definition of integrated school shall apply. Any attendance center included in the corrective plan will be rated by the criteria set forth under the definition of "Integrated School," in the GUIDELINES.

Example:

Local School District No. 1 has a total enrollment of 20,000 students of which 2,000 or 10 percent are minority. Under this condition any building included in the plan must have at least 5 percent minority students enrolled and not more than 30 percent of the total enrollment should be minority.

Before Plan

District percent of minority students 10%	Attendance Center A 0%	Attendance Center B 40%

After Plan

District percent of minority students 10%	Attendance Center A at least 5%	Attendance Center B up to 30%

Attendance Center A must have at least 5 percent minority and not more than 30 percent minority. Attendance Center B can be maintained up to 30 percent minority and still fit the conditions of the **GUIDELINES.**

Explanation of Non-Discrimination Guidelines

1.1 Request for Racial Census Data

1.2 Notification of School District
School districts will be notified by letter if a condition of minority group isolation exists in any attendance center or centers under its jurisdiction.

1.3 Preventing and Eliminating Minority Group Isolation
Self explanatory (**GUIDELINE** page 4)

2.1 Data Review
Self explanatory (**GUIDELINE** page 5)

2.2 Notification of State Board Action
Self explanatory (**GUIDELINE** page 5)

3.1 Request for Plan of Action
Self explanatory (**GUIDELINE** page 5)

3.2 Involvement of Community in Planning
Self explanatory (**GUIDELINE** page 5)

Self explanatory (**GUIDELINE** page 4)

3.3 Request for Assistance from LEA
When a request for assistance is received in the office of the Chief of the Urban Education Section, a review of the specific request will be made by the Urban Education staff and the Associate Superintendent of the Instruction and Professional Education Branch. A recommendation will be made to the State Superintendent as to the assistance which can be provided the requesting district. The State Superintendent will notify the requesting district of all available assistance.

3.4 Content of Plan
Self explanatory (**GUIDELINE** page 5)

3.5 Developing the Plan
Self explanatory (**GUIDELINE** page 5)

3.6 Parent-Pupil Choice Plan
Self explanatory (**GUIDELINE** page 5)

3.7 Equitable and Non-Discriminatory Plan

Self explanatory (**GUIDELINE** page 5)

3.8 Racial Segregation or Minority Group Isolation
Racial segregation and minority group isolation for the purpose of these Guidelines are used synonymously. Both terms refer to an attendance center with a minority enrollment in excess of twenty percent of the total enrollment of the school.

3.9 Site Selection

For the purpose of this section the following criteria will apply:

1. The building site in relationship to the growth pattern of the district.
2. Distance from proposed building site to nearest minority community.
3. Capacity of proposed building.
4. Utilization of present facilities including a building by building breakdown on spaces available.
5. Anticipated enrollment after second year of operation.
6. Proposed racial composition of the school.
7. Anticipated number of children to be transported to the school.
8. Racial breakdown of students to be transported.
9. Building site in relation to any future building plans.
10. Listing of any buildings to be closed.

4.1 Review of Plans

Plans received pursuant to the Guidelines will be received in the office of the Chief of the Urban Education Section. The following will be the procedure for processing and reviewing plans:

1. A file will be set up for each district submitting a plan.
2. The date of arrival will be recorded.
3. Copies of the plan will be made and disseminated to the appropriate DPI personnel for review.

4.2 State Board Notice

Self explanatory **(GUIDELINE** page 6)

4.3 State Board Notice to LEA

The State Board will notify, via official letter, any school district of action taken by the Board in regard to the individual district plan. The letter will state in specific detail the conditions acceptable or unacceptable to the Board.

5.1 Notice by Official Letter
(GUIDELINE page 6)

5.2 Reporting to Iowa Civil Rights Commission

Local school boards not complying with these guidelines will be reported, by written communication, to the State Board of Public Instruction.

The State Board of Public Instruction may report in writing to the Iowa Civil Rights Commission any local school board not complying with the guidelines. The report and letter shall indicate the specific action taken by the Department of Public Instruction in attempting to encourage the district to desegregate its schools.